

**a) Discuss planned updates to the training plan, including staff development plans based on the new caseworker visit requirements (improved retention, recruitment, training and access to technology) and training with Title IV-E funds (including courses offered, numbers and positions of prospective attendees, and estimated cost).**

### **Professional Development and Training**

CD Professional Development and Training has continued to develop and deliver an initial core and ongoing in-service training program for all new Children's Services workers and supervisors. The training is based in agency policy and best practice and is designed to provide a consistent core structure but also provide ongoing in-service opportunities based on needs identified through individual, regional or circuit specific assessment, as well as professional development plans between staff and first line supervisors. The professional development of staff is considered to be a "system" within the agency and must rely on numerous key elements working in concert together including classroom training, on the job training (OJT), and reinforcement of clinical skills in the field between staff and the first line supervisor.

### Impact of Training- From the Classroom to the Field

Efforts to improve the training system and outcomes for children and families have been directly tied to steps outlined in the State Program Improvement Plan.

Throughout this past year, the Professional Development and Training system has continued to have a positive impact on practice in the field due to several factors including the following:

- Improved /new classroom training content with more focus on skills practice and skill demonstration in the classroom as well as the field, both for workers and supervisors;
- Core in-service modules that sequentially follow Basic Orientation and provide concentrated focus in specific skill areas, both in the classroom and on the job;
- New OJT that includes a new guide for workers and supervisors and a written self-assessment of skills throughout the training process;
- Better engagement of front line supervisors in the role of mentor and coach to support the transfer of learning and utilize professional development plans with staff;
- Improved coordination with the CD and the University Schools of Social Work resulting in better communication between students, task supervisors, University Field Instructors and Regional executive staff;
- Collaborative efforts with Universities, The Office of State Courts Administrator, Coalition Against Domestic Violence, and other community partners;
- Statewide evaluation and feedback of professional development through the Survey of Organization Excellence which showed marked improvement in the area of professional development for staff;

- Written evaluation of training has continued to provide staff a way to highlight the strengths of the training and define how it is applicable to the job as well as a way to make recommendations for curriculum, content and training structure changes.

### Child Welfare Practice Basic Orientation Training

The initial in-service curriculum is titled Child Welfare Practice Basic Orientation Training (CWPT). This training is provided to new CD staff and new contracted agency staff. The initial in-service training takes place during the first several months of employment and includes 129 hours of classroom training provided by CD trainers combined with on-the-job training that is under the direction of the first level supervisor. The emphasis of the supervisor is on reinforcement of competencies of skills taught in the basic orientation classroom training.

The new Children's Services Worker, including one promoted to the position from elsewhere in the agency, is in probationary status during the first twelve months of employment. During this twelve month probationary period, the new employee receives ongoing in-service classroom training and OJT related to their job assignment which is in addition to the initial CWP Basic Orientation. A probationary worker carries a reduced caseload during this probationary period and is closely supervised in all aspects of the job to ensure that he or she is acquiring the skills necessary to adequately perform the job duties. The probationary worker is not solely responsible for case decisions, these are made in concert with the supervisor.

There are five classes in the initial Basic Orientation curriculum:

- Family Centered Philosophy and Skills Training
- Child Abuse/ Neglect Investigations/Family Assessments/ Application of Family Centered Philosophy and Skills for Intact Families
- Expedited Permanency and the Family Centered Out of Home Care Process
- CD Systems Training
- Reinforcement and Evaluation

As of this date in **SFY07**, a total of 13 sessions of Child Welfare Practice Basic Training have been conducted with an approximate 312 participants (actual) attending.

- Setting of the training activity - Contracted facility (i.e. hotel or agency conference rooms when possible)
- Duration category of training activity - full time (section 235.61)
- Provider of the training - CD Professional Development and Training
- Approximate number of days /hours of the training – A complete session is 129 hours over 5 weeks with approximately one –two weeks in between each for OJT skill practice activities
- Audience to receive the training - All new CD front line social services staff and contracted agency staff providing case management
- Description of the estimated total cost - approx. \$ 1,159,000 per year (12-18 sessions per year)

- Federal Title IV-E funding is allowable as one of the funding sources for this training and would be distributed based upon our Cost Allocation Plan and the results of the Random Moment Time Study. The following activities are addressed in this training:
  - ✓ Referral to services;
  - ✓ Preparation for and participation in judicial determinations;
  - ✓ Placement of the child;
  - ✓ Development of the case plan;
  - ✓ Case reviews;
  - ✓ Case management and supervision; and
  - ✓ Recruitment and licensing of foster homes and institutions.

#### Core In-service Modules for Front Line staff

In addition to the CWP Basic Orientation for new front line staff, the Professional Development and Training Program offered 3 new core in-service modules for staff. The in-service modules serve as the next level of skill development for staff following completion of the initial CWP Basic Orientation and OJT. The modules provide concentrated skill building with an emphasis on core areas of agency policy and best practice and include both classroom training as well as OJT. This in-service structure provides ongoing education and professional development of staff throughout their first twelve months of employment while in probationary status. The modules are designed to include a supervisory component followed by the sessions for the worker. Depending on the area of specialization, staff are required to complete one or all of the sessions.

#### Investigation and Assessment Core In-service

As of this date in SFY 07, 2 supervisory sessions and 2 worker sessions have been conducted for 57 participants. Additional sessions are planned for SFY 08.

#### Family Centered Services for Intact Families Core In-service

In SFY 07, 1 supervisory session and 1 worker session have been conducted for 24 participants. Additional sessions are planned for SFY08.

#### Family Centered Services in Out of Home Care Core In-service

In SFY 07, this training was placed on hold temporarily due to budget constraints and the need to deliver other required training during the year. Sessions are tentatively planned to resume in SFY 08.

- Setting of the training activity - Contracted facility (i.e. hotel or agency conference rooms when possible)
- Duration category of training activity - part time (section 235.61)
- Provider of the training - CD Professional Development and Training
- Approximate number of days /hours of the training –
- **Investigation/Assessment module-** 34 hours offered 2-3 times per year
- **FCS module-** 16 hours offered 2- 3 times per year
- **FCOOHC module-**24 hours offered 2-3 times per year
- Audience to receive the training - New CD front line social services staff who have been on the job for 6-12months;Front line supervisory staff attend the supervisory portion only

- Description of the estimated total cost –
- Investigation/Assessment Module -\$34,000 /yr
- FCS Module- \$ 23,000 /yr
- FCOOHC Module- \$ 34,000 /yr
- Federal Title IV-E funding is allowable as one of the funding sources for this training **(with the exception of CA/N investigations)** and would be distributed based upon our Cost Allocation Plan and the results of the Random Moment Time Study. The following activities are addressed in these training modules:
  - ✓ Referral to services;
  - ✓ Preparation for and participation in judicial determinations;
  - ✓ Placement of the child;
  - ✓ Development of the case plan;
  - ✓ Case reviews;
  - ✓ Case management and supervision; and
  - ✓ Recruitment and licensing of foster homes and institutions.

#### Visitation Practice Training

During July and August 2006, 4 Visitation Practice Train the Trainer sessions were conducted which included designated staff such as Children's Services Specialists, foster parents, contractors, and other CD field staff. These staff who attended Train the Trainer began providing ongoing Visitation Practice training sessions in the regions statewide. As of this date in SFY07, a total of 66 sessions have been conducted for a total of 935 participants. The Visitation training will be scheduled, as needed, in SFY08. The new visitation policy and practice guidelines have also been incorporated into the Child Welfare Practice Basic Orientation for all new staff as well as the Family Centered out of Home Care core in-service module.

- Setting of the setting/venue of the training activity - Agency conference/meeting space
- Duration category of training activity - part - time (section 235.61)
- Provider of the training – Designated CD Regional Staff and CD Training staff.
- Approximate number of days/hours of the training per session – ½ day (4 hours)
- Audience to receive the training – CD staff and contracted providers
- Description of the estimated total cost - approx. \$46,750 for all trainings/multiple sessions per year.
- Federal Title IV-E funding is allowable as one of the funding sources for this training and would be distributed based upon our Cost Allocation Plan and the results of the Random Moment Time Study. The following activities are addressed in this training
  - ✓ Referral to services;
  - ✓ Preparation for and participation in judicial determinations;
  - ✓ Placement of the child;
  - ✓ Development of the case plan;
  - ✓ Case reviews;
  - ✓ Case management and supervision

### STARS Pre-Service, In-Service, and Spaulding Train the Trainer

Training for resource families continues to be offered and conducted on a regular basis utilizing the training curriculum purchased from the Child Welfare League of America (CWLA). Foster PRIDE/Adopt PRIDE curriculum produced by CWLA is a part of Missouri's preparation of resource families which is called STARS, which means Specialized Training, Assessment, Resources, Skills, and Support. Staff training and Development provides the STARS Train the Trainer courses for local training teams. The local training team consists of a service worker, foster and/or adoptive parent and a supervisor of the team. The service worker and the foster/adoptive parent co-trains. The service worker also is responsible for conducting the family assessment need for licensure.

The CWLA curriculum has 12 in-service modules providing over 100 hours of training. Train the Trainer courses are conducted for the same local training teams noted above. These courses are conducted throughout the state.

In addition to STARS, adoptive parents are required to attend 12 hours of training, specific to adoption, and prior to licensure. The above teams are also trained to provide the Spaulding "Making the Commitment to Adoption" course.

All the above STARS and Spaulding Train the Trainer courses include contractors who provide the training and assessment of resource families. A total of approximately 311 trainees attended STARS Pre-Service, In-Service, and Spaulding Train the Trainer as of this date in SFY 07. Additional sessions are scheduled for SFY08.

- Setting of the setting/venue of the training activity - Contracted facility or agency conference when possible
- Duration category of training activity - part - time (section 235.61)
- Provider of the training - CD Professional Development and Training
- Approximate number of days/hours of the training per session - STARS Pre-service 2 weeks with one week in between sessions; STARS In-service (12 modules conducted as follows: modules 1-6 one week; modules 7-12 one week; Spaulding 3 days
- Audience to receive the training - Teaching foster parents, CD staff and contracted providers who provide local STARS/Spaulding training and assessment for prospective resource families.
- Description of the estimated total cost - approx. \$234,000 for all trainings/multiple sessions per year.
- This training is allowable as a Title IV-E activity to be matched at a 75% FFP rate and will be allocated by Missouri's IV-E penetration rate. The purpose of this training is to prepare foster parents for caring for children in the custody of the CD to be placed and cared for in their homes. The following activities are addressed in this training:
  - ✓ Referral to services;
  - ✓ Preparation for and participation in judicial determinations;
  - ✓ Placement of the child;
  - ✓ Development of the case plan;

- ✓ Case reviews;
- ✓ Case management and supervision; and
- ✓ Recruitment and licensing of foster homes and institutions.

### Collaboration

Over the past year, the CD has continued to move forward with various collaborative efforts to strengthen the professional development and practice of agency staff. The feedback and evaluation from the training opportunities, both in the classroom, as well as in the field, has been positive overall. Staff indicate this professional development has improved individual knowledge and skill, but it has also provided a means to strengthen strategic planning and ongoing collaboration at the local level.

One of the partnerships that has continued to progress is the Office of State Courts Administrator and CD Collaborative. OSCA and the CD continue to jointly develop and deliver comprehensive training for Juvenile Court staff and CD staff on child protection and juvenile court programs that impact policy and practice in both agencies. During SFY07, the following joint training was provided for CD and Juvenile Court staff:

#### Courtroom Skills Training for Good Child Welfare Practice

This training focuses on preparing for court, professionalism in the courtroom, testifying in court, and legal terminology. Proper courtroom procedure including professionalism, understanding the role in the court process, knowing how to prepare and read court orders, knowing the required contents of a petition, preparing for testimony, understanding basic evidentiary rules, handling cross-examination, knowing how to be responsive to questions as well as understanding the statutory criteria for TPR cases are covered. As of this date in SFY 07, 7 sessions have been conducted for 104 participants.

#### Collaboration Workshop

Because of the successful outcomes with this workshop in SFY06, the Collaboration Workshop focused on three new circuits in SFY07 to address the challenging relationships that exist between local court personnel and CD personnel.

- Six-member teams from five selected circuits participate in a three-day program which focuses on teamwork, collaboration and communication.
- Teams are selected from a pre-screening questionnaire on the existence and effectiveness of collaboration and communication between the two entities within their circuit.
- Follow-up evaluation is implemented 2 months following the workshop to measure the existence and effectiveness of collaboration and communication between each circuit's courts and the CD.
- The findings of the follow-up evaluation help to determine the need for continued multidisciplinary training focusing on teamwork, collaboration and communication with local circuit teams.

In SFY 07, three circuits with 6 per teams participated in this collaborative effort on May 2-4, 2007.

- Setting of the training activity – Contracted facility
- Duration category of training activity - part - time (section 235.61)
- Provider of the training –Office of State Courts Administrator and CD Professional Development and Training
- Three days of training per session
- Audience to receive the training - CD and Juvenile Court staff, GAL and judge
- Description of the estimated total cost - approx. \$10,000 per year.
- Federal Title IV-E funding is allowable as one of the funding sources for this training and would be distributed based upon our Cost Allocation Plan and the results of the Random Moment Time Study. The following activities are addressed in this training:
  - ✓ Referral to services;
  - ✓ Preparation for and participation in judicial determinations;
  - ✓ Placement of the child;
  - ✓ Development of the case plan; and
  - ✓ Case management and supervision.

Missouri State University and CD Rural Child Welfare Grant Project

As recipients of a 5 year grant, Missouri State University and the CD, have been collaborating to design and deliver a series of training modules for staff in 33 rural counties in the southern region of Missouri. Competency based training modules such as domestic violence, sexual abuse; substance abuse, social work self-care, time management, and community resource development were completed in SFY07. A comprehensive evaluation process has been developed which includes various competency areas that are measured for those staff participating in the training. Upon final evaluation of the project, the CD will examine the best way to integrate the training modules into the statewide professional development and training structure for front line staff and supervisors.

- Setting of the training activity - Contracted facility (i.e. hotel or agency conference rooms when possible)
- Duration category of training activity - part time (section 235.61)
- Provider of the training – Missouri State University faculty and CD Professional Development and Training
- Approximate number of days /hours of the training – various one day modules provided 4 times per year
- Audience to receive the training - New CD front line social services staff and supervisory staff.
- Description of the estimated total cost – approx \$2000 per year for CD trainer travel and printing/material costs; majority of training cost covered under MSU grant
- Federal Title IV-E funding is allowable as one of the funding sources for this training and would be distributed based upon our Cost Allocation Plan and the results of the Random Moment Time Study. The following activities are addressed in these training modules:
  - ✓ Referral to services;
  - ✓ Placement of the child;
  - ✓ Development of the case plan;
  - ✓ Case reviews;
  - ✓ Case management and supervision

## Supervisor Training

### Initial In-Service Training

The CD, in partnership with the Department of Social Services Human Resource Center, has developed a comprehensive skills based training structure for front line supervisors. The structure requires new CD supervisory staff to complete the following initial in-service training within their first year:

Basic Orientation Supervisory Skills Training (BOSS) 40 hours  
CD Clinical Supervisory Training: Part I - 24 hours; Part II- 24 hours

Competency areas such Leadership, the parallel process of being strengths based and solution focused, decision making, group supervision, time management, critical thinking, case consultation, worker development and performance, ethical and liability issues, teamwork, crisis intervention, mediation, and facilitating change are the focus of the training.

As of this date in SFY 07, 5 sessions of BOSS Training have been provided to approximately 170 participants.

As of this date in SFY07, 3 sessions of CD Clinical Supervisor Training have been provided to 62 upper level managers throughout the state.  
8 sessions of CD Clinical Supervisor Training have been provided to 106 first line supervisors. Additional sessions are planned for SFY08.

### Ongoing In-Service Training

In SFY07, the CD and HRC continued to offer a variety of in-service training modules to provide supervisors and managers professional development opportunities beyond the initial first year training. Examples of the competency based modules offered include *Art of Negotiation*, *Effective Discipline*, *Effective Meetings*, *Employee Motivation*, *Managing Diversity Problem Solving*, *Teamwork*, and *Turning Conflict into Collaboration*. These in-service modules will continue to be offered in SFY 08.

- Setting of the training activity - Contracted facility (i.e. hotel)
- Duration category of training activity - full-time during the initial in-service training which will have both classroom and OJT; part-time for the ongoing /continuing in-service modules (section 235.61)
- Provider of the training - CD Professional Development and Training Unit and the Human Resources Center, Dept. of Social Services
- Approximate number of days /hours of the training – 40 hours of BOSS and 48 hours of Clinical Supervisory initial in-service training with weeks of OJT in between classroom sessions. Ongoing in-service modules are approx 1-2 days in length. Multiple sessions will be conducted each year.
- Audience to receive the training - CD supervisors.
- Description of the estimated total cost - approx. \$226,000 per year. Cost includes CD sessions and the Human Resource Center management course offerings

- Federal Title IV-E funding is allowable as one of the funding sources for this training and would be distributed based upon our CAP and the results of the Random Moment Time Study. The following activities are addressed in this training;
  - ✓ Development of the case plan;
  - ✓ Case reviews; and
  - ✓ Case management and supervision.

### Domestic Violence Training

In SFY-07, the CD, in conjunction with the Missouri Coalition against Domestic Violence (MCADV), conducted quarterly sessions of Domestic Violence training for new CD and FSD staff. This will continue to be offered in SFY-08. Approximately 168 staff attended the training as of this date.

- Setting of the training activity - Contracted facility (i.e. hotel)
- Duration category of training activity - part - time (section 235.61)
- Provider of the training - Coalition Against Domestic Violence staff and CD Professional Development and Training
- Approximate number of days /hours of the training per session - 1 day
- Audience to receive the training - CD and FSD staff
- Description of the estimated total cost - approx. \$5,000 per year. (Grant funding secured through MCADV utilized to cover majority of training expenses).
- Federal Title IV-E funding is allowable as one of the funding sources for this training and would be distributed based upon our Cost Allocation Plan and the results of the Random Moment Time Study. The following activities are addressed in this training:
  - ✓ Referral to services;
  - ✓ Preparation for and participation in judicial determinations;
  - ✓ Placement of the child;
  - ✓ Development of the case plan; and
  - ✓ Case management and supervision

### **Educational Programs**

The educational programs of the CD continue their focus on social work education and training for current staff with the MSW degree program and for persons preparing for employment in child welfare service with the BSW degree program.

The CD partners with several universities with an accredited Master of Social Work degree program to provide a part-time Master of Social Work (MSW) degree program for current employees. In addition to aiding the division to meet the changing needs of families and children, the MSW degree is necessary for supervisory staff as a means of compliance with accreditation standards. Each of the programs uses Title IV-E funding, state and university funding.

The full-time MSW program will end as of May 2007 when the last seven full-time students graduate. Funds from the full-time program have been used to expand the current part-time programs and develop opportunities in parts of the state not formerly served. Using the available funds for the part-time degree program allows the division to support greater numbers of employees as students and leaves the employee in their

current job and location. This move keeps the worker and supervisor involved with the changing policy of the division, provides continuity to the families being served, helps to retain the more experienced staff and helps with the staffing needs.

To support the goal of achieving accreditation as an agency, preference is given to first-line supervisors, and other CD services administration, such as Children's Services Specialists. As of January 2007, there are total of 20 new regular standing (staff with a degree other than a BSW) students. Ten of those new students are Children's Services Supervisors I, six are Children's Services Workers I, two are Circuit Managers, and two are Children's Services Specialists. These 20 new students will be in a learning situation for approximately four years, will have the opportunity of daily application of their learning, and will be able to work with Regional Administration for practicum opportunities that will further the needs of the families served by the division.

In FY08, and FY09, using only currently available funding, the division anticipates an additional 27-37 new employee-students.

For selected BSW students preparing for employment in a public child welfare agency, the Division contracts with five universities throughout the state, to provide curricula electives specific to public child welfare, field placements in a public child welfare office, and stipends for senior year BSW students, selected jointly by the university's undergraduate school of social work and local Division staff. These students commit to work with the CD in IV-E programs upon graduation. Additional educational programs may be developed with other accredited graduate schools in the future. The BSW program has 109 still employed.

**b) Discuss the state technical assistance provided to counties and other entities which operate state programs.**

Central office provides technical assistance (TA) or field support to CD staff or contracted agencies through telephone call, e-mails and onsite consultation that address policy, policy interpretation, procedures and practice related to the continuum of child welfare services on a daily basis. Some examples of the onsite TA included:

- COA Readiness case reviews, with reported success (Circuit Managers expressed satisfaction with the content of scoring & suggested corrective actions in the case reviews)
- Overdue ca/n report approvals for 26th, 21st, and 39th circuits. Positive results from the ca/n approvals showed a reduction of overdues in two of the three circuits.
- Entered overdue ca/n reports into the SACWIS data system in 26th and 11th circuits. Positive results for these entries showed a reduction in overdues in both circuits.
- Provided SDM refresher training in 13th, 19th, 39th, 44th and 37th circuits, due to staff turnover and overall need for refresher of our practice. The Circuit Managers and Field Support Manager's reports on overall satisfaction.
- Placement stability case review in the 21<sup>st</sup>, 30<sup>th</sup> and 38<sup>th</sup> circuits to identify factors that attributes to poor stability outcomes. Several recommendations resulted in the

review which include: specialized training for foster parents; enforcing guidelines to limit the number of placements especially in the first six months of licensure; enforcing worker visits requirements with the resource provider and children; adherence to FST policy prior to moving children; and training for staff to help them recognize when foster parents are having difficulties with the children in their home.

Measuring, monitoring and improving the quality of service provision is central to ensuring positive outcomes for children and families served by the division. Quality Improvement (QI) is a team process for achieving desired organizational results. By employing a QI process which is founded on a good solid QA framework for data collection and monitoring, the CD continues its efforts to provide high quality and sustainable child welfare services.

As further evidence of the total quality management (TQM) philosophy, the division is directing and focusing its energies towards a strong partnering of QA and QI. In late 2006 and early 2007, seven regionally based QI specialists were hired to assist circuit managers, supervisors and workers in planning and implementing change through various methods including: assisting in COA preparedness, readiness and sustainability for sites already reviewed; specialized training, case reading, situational modeling and employee shadowing.

These QI specialists will be co-supervised by Regional Directors and a Central Office QI Manager, when hired. QA and QI staff will work together to identify gaps between desired and actual performance, identify root causes for poor performance and strategize to close the gap in service delivery. This partnership between QA and QI is a key step towards achieving best practice.

**c) Discuss the technical assistance that the state anticipates receiving as it implements current or new Federal requirements.**

The CD will continue to work with the National Resource Center for Organization Improvement (NRCOI) in the upcoming year for assistance with the implementation the Supervision Strategic Plan. Improvement in child welfare supervision has been a core PIP strategy and enhancing supervision is a major way CD plans to make and sustain practice changes. .

CD will be requesting TA from NRCOI for assistance in successfully preparing for the second round of the CFSR, enhance leadership and management capacity, and achieve better outcomes through systemic change.

CD may be requesting TA from NRCOI for assistance in developing an assessment and evaluation process for current staff training curricula. NRC would provide the needed structure and framework with appropriate measures and parameters in the evaluation process and assistance in enhancing the formalized assessment process.

In addition, on site TA days will be needed with NRC for Family-Centered Practice and Permanency Planning to implement strategies previously developed to improve placement stability for foster children.

**d) Discuss the child and family programs research, evaluation, management information systems and quality assurance systems that will be updated or implemented in the upcoming fiscal year. Specify any additions or changes in services or program design that the state has found particularly effective or ineffective.**

Family and Children Electronic system (FACES) Child Welfare SACWIS System 2007  
Missouri is developing a single statewide system that is fully SACWIS compliant. FACES includes extensive use of automated business rules and captures a significant amount of data. A single DB2 database forms the base of the architecture, with COBOL programs and subroutines to retrieve and store data in the appropriate database. CICS WebAware provides the interface to the html presentation. Javascript is used to code the html templates.

FACES is designed to present a consistent, usable system for CD staff which will facilitate cross-training and staff transfers. FACES will support the varying metro area work processes, where workers perform specialized tasks, to rural area processes, where the staffing levels are lower and workers act as generalists, performing all tasks. FACES is built to eliminate data redundancies that plagued the legacy systems. The data conversion programs, legacy systems to FACES, are designed to perform data matches and eliminate data redundancies to the extent possible in the conversion process. FACES is designed to significantly reduce the paper aspect of the work flow by including extensive amounts of data not currently stored in legacy systems. Authorized users are able to access FACES and review system information for the particular call/case and glean sufficient information to accurately comprehend the activities, progress and status without having direct access to the paper file. FACES also includes historical information that did not previously exist in the legacy systems, providing authorized users with detailed information over time, denoted by timestamp and update User ID, which supports the business practice of record review without the need to access the paper file.

FACES data entry flows from a single entry point menu via a standard web browser with a single sign on/sign off process for users. FACES automatically flows users to the next appropriate screen for data entry based on moderately to significantly complex logic. When automated flows are not appropriate, users are presented with selection choices via sub-menus, drop-down boxes and radio buttons to provide a usable tool that supports the work the users need to accomplish.

Clear and concise error messages are presented to the user when programmed edits detect missing or invalid data. Code values and descriptions are presented on-screen for selection, eliminating the need for users to refer to printed code sheets. Workers and supervisors are notified of pending or overdue cases or activities needing action via the

FACES Alert process. The use of paper reports as a tickler system in the legacy systems is drastically reduced.

FACES provides on-line management reports regarding caseload levels, overdue activities, etc., to provide workers, supervisors and management with immediate access to additional tools to assist in the performance of their jobs.

Varying RACF security levels allow workers and supervisors access to information needed for appropriate caseload and program managements, and protect against unauthorized access to data that is not related to the performance of their job. Security subroutines within the program further control access to data that is considered extremely sensitive (e.g. employee reports).

Real time update capability has been gained with implementation of FACES, eliminating the need to wait for overnight batch processed updates to take effect. This ability significantly improves data accuracy, staff's decision making and customer service. Legacy systems are being retired incrementally as FACES components are implemented. Missouri has implemented the following components: Eligibility (November 2004), Protocols or CA/N Hotline Intake (June 2005) and Investigation and Assessment (May 2006). The Case Management component is scheduled for full statewide implementation by September 2007, with the final component, Resource and Financial Management, scheduled for implementation in December 2008. This technology project allows Missouri to produce a system that will increase customer satisfaction, improve worker productivity, consistency and accuracy, improve data integrity, reduce paper processes and satisfy SACWIS requirements.

#### Quality Assurance/Improvement Efforts

##### **Quality Assurance (QA)**

In 2006 the QA Unit continued to strengthen existing QA processes, clean up data entered into our information systems and provide technical assistance to all levels of staff. Additionally, the unit introduced and implemented a new supervisory case review process, conducted a number of case reviews across the state and tackled the task of training staff on case record maintenance and documentation. All of these activities have contributed to increased performance on a number of measures including the six national standards; recurrence of maltreatment, CA/N in foster care, length of time to reunification, placement stability, timely adoption and re-entry into foster care.

During 2006, the QA Unit worked to increase the integrity of data entered into our Legacy information systems. This was done through the delivery of over 113 initial Data Accuracy trainings across the state. The training addressed data entry issues in the CA/N, Family-Centered Services, Alternative Care and vendor Legacy systems. In most regions the training was presented by QA staff to supervisors who then in turn co-trained their supervisees along with QA staff. This ensured the supervisor could reinforce to their staff how proper data entry related to the outcomes reported from our systems. With accurate information in the system, staff are using more accurate measures and reports to drive their decision making with families.

In July 2006, the QA Unit implemented the new Supervisory Case Review (SCR) process statewide. This case review process was put in place to support the front-line supervisor in providing staff with enhanced clinical supervision. The SCR encourages and supports supervisors in teaching staff to recognize how current policy requirements and day-to-day decisions impact the safety, permanence and well-being of Missouri's children.

Statewide SCR completion rates in July 2006 were 78%. In February 2007 the SCR completion rates were down to 68%. Despite directives from leadership to perform the reviews, our SCR completion rate continues to decline. The QA Unit is in the process of piloting a more in depth SCR training with supervisors to assist them in understanding how the process and tool can assist them in their day-to-day supervision. Initial responses from the trainings have been positive and a plan for statewide rollout will developed once feedback from the pilot is received. Additionally, the SCR tool has recently been revised based on feedback from the field.

In July 2006, CD leadership requested the QA Unit become involved in circuit readiness for Council on Accreditation (COA) site reviews. The QA Unit works with the COA coordinator to assess circuit readiness in critical areas such as case record fidelity, CQI, staff educational levels, staff and foster parent training, personnel records, facility readiness and caseload size. Although QA staff work with Circuit Managers to assess readiness in all these areas, their main focus is on the fidelity of case records and ensuring a strong CQI process.

To address case record fidelity, the QA Unit developed the Case Record and Documentation training. Although posted on the intranet for use by all staff, the QA Unit provides this training to circuit's upon request or according to need as determined by a review of records. Every circuit readying for a site visit will receive this one day training.

Each quarter the QA Unit produces a quarterly CQI newsletter called *In Focus*. This newsletter focuses attention on one or two data elements which are relevant to the PIP. Links within the newsletter include circuit specific user friendly charts for each data element so staff can determine performance in each of these areas. Staff then discuss their performance in their quarterly local CQI meetings and develop local level strategies for improvement where needed. In state FY 2006 the newsletter focused on older youth, timely reunification, re-entry, worker visits, timely initial contact, Permanency Planning Reviews, service planning and visitation plans. Feedback from the field indicates the newsletter assists staff in understanding how their everyday work impacts safety, permanency and well being outcomes.

At least quarterly, QA staff meet in central office to discuss statewide initiatives and receive skill building training on data systems, Excel, Word, PowerPoint and any other relevant topics. This training assists the QA staff in providing appropriate support and consultation to regional and circuit managers, supervisors and frontline staff. Due to the

skills these staff have developed, front line staff have a greater understanding of outcomes and how their work with families impacts these measures. Every May, the QA Unit administers the Survey of Organizational Excellence (SOE) to all staff. The SOE assessment is designed to link scores on the survey to issues affecting our organization. It examines five key Workplace Dimensions (Work Group, Accommodations, General Organizational Features, Information, and Personal Demands) which capture various aspects of the total work environment. In May 2006, 1386 staff participated in the survey for a statewide response rate of 64%. Although this is down from the 2005 response rate of 69%, response rates tend to plateau once they are over the 50% mark.

Overall, SOE responses were less positive than in 2005 although not significantly. Employee perception of areas of overall strength for the organization included; benefits, employee development, strategic orientation, external communication and availability of information. Employee perception of areas most needing improvement included; fair pay, job satisfaction, time and stress, internal communication and team effectiveness.

The QA Unit produced Regional Power Point presentations on the SOE results and these were provided to regional staff. A statewide summary of results were sent out to all staff and survey results were posted on the division's intranet site.

The QA Unit continues to administer and monitor the PRR process. Quarterly, 2.5% of open and recently closed CA/N, FCS, AC, Adoption, IIS cases and Resource Provider records are randomly sampled and reviewed by peer reviewers. As with any QA process, the PRR is continuously being refined. As PRR results are used to measure a number of items in our PIP, the QA Unit has continued to engage in activities which ensure these reviews are done as correctly as possible. Such activities include: utilizing the QA Unit PDS to centrally monitor and coordinate administration of the PRR; QA Specialists providing on-site regionally specific PRR training prior to reviews; discussion of PRR process in the *In Focus* newsletter; and development of statewide PRR training in December 2006. As a result of these activities, staff have a heightened awareness of how to properly complete the PRR tool hence making the PRR results more reflective of actual practice in the field. This training and refining of the PRR process has resulted in a decline in the PRR results on a number of questions.

In SFY 2006, the division conducted nine Practice Development Reviews (PDR) across the state. During these nine PDRs, a total of 105 children were reviewed. PDR is modeled after the Quality Service Review model developed by Dr. Ivor Groves and Dr. Ray Foster. A PDR provides a combination of quantitative and qualitative data which reveal the current status for children and their caregivers and the impact of the service system on their status. Recommendations from a PDR are case and circuit specific.

### **Quality Improvement (QI)**

The QI Unit was formed in June 2007. The QI Unit is comprised of seven strategically-based QI Specialists who are co-supervised by the Accreditation and QI Manager in Central Office and their respective Regional Director or designee. QI will be involved in

the systematic and continuous activities to improve all processes and systems within the division. CQI will examine practice performance and how it can be systematically improved.

The QA and QI units are integral in attaining and maintaining best practice standards established by the COA, sustaining improvements made from the first round of the CFSR and PIP processes and preparing for the second round of the CFSR. When CFSR, PIP or practice concerns are identified, QA staff will review and analyze data performance to identify causal factors. QA will work collaboratively with QI to determine best strategies to employ to improve outcomes. QI Specialists will implement the change strategies and monitor its effectiveness. QI Specialists will also provide ongoing technical assistance and support to regional and local staff to assist with COA activities in preparation for their COA site visits. They will assess readiness of case records, facilities, and personnel records; evaluate the effectiveness of practice and internal processes; and assist in developing and implementing improvement plans.